Carol Spitz October 25-29, 2010

Language Arts Plans

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| **Day** | **Goal** | **Input** | **Assessment** |
| Monday | Demonstrate understanding of word recognition strategies (context clues, word origins  Organize content, style, and structure of a technical piece (lab reports, essays, tests) of writing | Correct “completing the sentence  Read pp. 24-26 in Six Traits Book  Ask students to use the social studies book to find examples of each type of organization | Student answers  Observation of student responses |
| **Day** | **Goal** | **Input** | **Assessment** |
| Tuesday | Demonstrate understanding of word recognition strategies (context clues, word origins, and decoding) through pronunciation and clarification of text passages  Organize content, style, and structure of a technical piece (lab reports, essays, tests) of writing | Assign “synonyms and antonyms”, p. 62 in vocabulary book  Students will do the activity on pp. 27 – 28 in  Sixt Traits workbook and answer the question at the bottom of p. 28 | Student answers to workbook page  Observation of student work and workbook page |
| **Day** | **Goal** | **Input** | **Assessment** |
| Wednesday | Demonstrate understanding of word recognition strategies (context clues, word origins, and decoding) through pronunciation and clarification of text passages  Organize content, style, and structure of a technical piece (lab reports, essays, tests) of writing | Assign “Choosing the Right Word”, p. 63 in vocabulary book.  Discuss information on p. 30; Then have students do the activity on p. 31.  Assign the paragraph on p. 32 to do for homework. | Student responses  Observation of student work.  Student paragraphs  . |
| **Day** | **Goal** | **Input** | **Assessment** |
| Thursday | Demonstrate understanding of word recognition strategies (context clues, word origins, and decoding) through pronunciation and clarification of text passages  Organize content, style, and structure of a technical piece (lab reports, essays, tests) of writing | Read the Words in Context paragraph on p. 64.  Have students do the follow-up questions in class.  Share paragraphs in Six Traits.  Give students an example of their writing and answer the question on the bottom of p. 32. | Student answers to workbook page  Observation of student answers  Student paragraphs  Analysis of their writing. |
| **Day** | **Goal** | **Input** | **Assessment** |
| Friday | Applies grammar and spelling skills  Organize content, style, and structure of a technical piece (lab reports, essays, tests) of writing | Test on Unit 5 vocabulary words  Read pp. 33-34 . In groups, have students do the activity of finding transitions on p. 35.  Assign p. 36 | test  groups’ responses  revised paragraph |